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language a means of becoming acquainted with the modern German short story than to afford to those in the early stages of the subject a means of gaining fluency and ease in reading.

It will be seen that I do not quite agree with the editor's 'conviction,' expressed in the preface, that "there is no better pedagogical bridge between Grimm and Goethe than the fairly rapid reading of short stories," but many teachers do and for them this book will prove a very attractive addition to the collections already available.

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PEDRO HENRÍQUEZ UREÑA, *TABLAS CRONOLÓGICAS DE LA LITERATURA ESPAÑOLA*, D. C. Heath & Co., New York, 1920.

This little book is a work of the utmost utility for students and teachers of Spanish literature. Constructed on the plan of Lan-son's similar tables of French authors, it presents a handy conspectus of each literary period, and each individual writer is shown in his appropriate setting. A glance will indicate what otherwise could be learned only at the expense of much time and effort. The authors and most important works of literature are arranged in parallel columns under such headings as: poetry, drama, novel, history, religion, grammar and criticism, etc. The effect produced is one of accuracy and completeness. Owing to the very expensive nature of the typography the publishers are justified in asking the price of one dollar. If, however, a cheaper paper-bound edition could be put on the market the usefulness of the book might be increased. In any case this text-book is certain to meet with universal favor.

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TWO BEGINNERS' BOOKS IN GERMAN

I

COLLOQUIAL GERMAN, BY WILLIAM ROBERT PATTERSON.
Kegan, Paul, Trench, Trübner & Co., London; E. P. Dutton
& Co., New York. pp. 179. \$1.60.

To the American modern language teacher, accustomed to work in a modern high school, William Robert Patterson's "Colloquial German" is an enigma. In the introductory remarks Mr. Patterson calls German a difficult language, but simple compared to Chinese. If after mastering Mr. Patterson's twelve lessons, any one has the temerity to essay Chinese, his courage is monumental.

After a short chapter on pronunciation, none too accurate nor scientific, the student is introduced to Lesson I. It attempts to cover the definite and indefinite articles, all cases, two tenses of *haben* and *sein*, and a vocabulary of sixty-four words followed by eighty-one sentences. Lesson II covers noun declensions, singular and plural, possessive demonstratives and descriptive adjectives, pronouns, etc., followed by another vocabulary and more colloquial practice. Lesson XII ends with "Das Lied von der Glocke."

So far as adaptability to class work is concerned, the book is impossible. It is intended for the earnest, mature plodder, able to spend hours daily on German. At a glance any teacher will realize that the only interest in the work is archeological.

II

EIN ANFANGSBUCH, BY LAURA B. CRANDON. World Book Co. 1917. pp. 259 plus 45.

A refreshing contrast to Mr. Patterson's superannuated methods is found in Laura Crandon's "Ein Anfangsbuch." The phonetics are accurate and simple. The vocabulary is practical. Only one grammatical point is presented at a time. The lessons are logically arranged and presented. The book is a real acquisition for first and second year work in secondary schools.

EDA D. OHRENSTEIN